



Children, Young People,
Education and Skills

Jersey Standards for Independent Schools

Handbook for Independent School Inspections

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About this Handbook

This handbook contains guidance from the Department for Children, Young People, Education and Skills (CYPES), based on the statutory requirements of Education (Jersey) Law, 1999. This includes the minimum standards required to be met in all independent schools in Jersey.

Expiry or Review Date

This handbook will be updated when any changes are implemented to the standards and regulations relating to independent schools in Jersey.

Who is this Handbook for?

This handbook is for:

- Established independent schools
- Proposed new independent schools
- Parents and prospective parents of children who are, or will be, attending an independent school in Jersey.

Key Points

This handbook outlines the standards expected of independent schools in Jersey. This includes both established independent schools, and those new independent schools applying for accreditation from the Minister. These standards correspond with the standards expected of independent schools in England.

Background and Context

The Department has confirmed arrangements that all independent schools are expected to adopt. The intention is to provide clear guidance to both proprietors of established independent schools, and prospective proprietors of new independent schools, as well as to inform parents of the expected standards that all independent schools must comply.

In agreement with CYPES, all practicing and new independent schools will be reviewed against the requirements of Education (Jersey) Law, 1999, and the minimum standards set out in this handbook. Following an inspection of the school, a report about the school's quality of provision will be produced and made available to parents. The report will evidence the school's ethos, curriculum and care for pupils, confirming whether or not the school meets the minimum standards expected of an independent school in Jersey.

School Inspection

How Schools will be Inspected

This section describes the main activities undertaken during the inspection of an independent school in Jersey. Inspectors will judge the extent to which the school meets the requirements set out in this handbook.

Senior Advisers

The inspection teams for Jersey independent schools will be usually be senior advisers from CYPES but may involve off-Island advisers. Senior advisers are highly experienced and well-trained members of CYPES. Over recent years they have all received additional training from former Her Majesty's Inspectors of schools (HMI) and they are experienced in undertaking school reviews under the Jersey School Review Framework (JSRF). The CYPES team have an extensive knowledge of early years settings including nursery provision, primary and secondary phases. The off-Island advisers used by CYPES are all trained and experienced Ofsted inspectors and most are former HMI from England.

The 'lead adviser' will coordinate and the inspection and write the inspection report. One or more 'team advisers' will work alongside the lead adviser and support them in gathering the relevant evidence required under each standard.

Inspection Team Responsibilities

Both the lead and team adviser(s) will be expected to be familiar with analysing data and with the CYPES standards for the inspection of Jersey schools:

- Part 1: The Quality of Education Provided
- Part 2: Pupil Behaviour and Personal Development
- Part 3: Pupil Safeguarding and Welfare
- Part 4: Suitability of Staff and Proprietors
- Part 5: Suitability of School Premises
- Part 6: Provision of Information
- Part 7: Parental Complaints
- Part 8: The Quality of Leadership and Management

Lead and Team Advisers are expected to:

- Maintain clear and accurate records of evidence on evidence forms (EFs) and on the standards checklist
- Write clear summaries of judgments and evidence for their aspects (as requested by the senior adviser leading the inspection)
- Keep up-to-date with best practice in education and inspection.

Phase 1: The Pre-Inspection Process

Stage 1. CYPES contact the school: Pre-visit

A member of CYPES will contact the school to book an initial visit for the lead adviser to visit the school. The purpose of this visit is to discuss how well the school believes it meets the eight standards that are outlined later in this document. During this meeting, the school may want to share key documentation and data as a means of showing how well they believe that they meet the Jersey Standards for Independent Schools. If the lead adviser believes that the school could meet all the standards, then a two-day inspection date is agreed with the school.

Stage 2. Preparing for the inspection

The lead adviser will contact the school one week before the inspection in order to agree the activities that they will need to undertake. It is therefore vital that the preliminary planning of the inspection is completed before the inspector(s) arrives in school. The inspection team will usually consist of two advisers; however, if the school roll is below 75 pupils, then the size of the team will be reduced to one senior adviser, for larger schools the team size may need to be bigger. The lead adviser will allocate responsibilities to the team adviser(s) and provide further information about the school, as well as domestic arrangements, particular events that will take place during the inspection, staff absences and other important information where available.

The inspection team are expected to be flexible in their approach at all times.

A plan explaining the inspection approaches to be adopted will be shared with the school. It is essential to agree with the school, at as early time as possible, the interpretation of the data/information that will be used to judge whether the school has met the appropriate standards. The inspection team should be left in no doubt what evidence needs to be gathered and which questions need to be asked, when conducting the different inspection activities.

Care must be taken to avoid lengthy meetings with staff that result in them not, for example, having time for a break at lunchtime.

The lead adviser must have a clear view of how they wish the inspection to run and the balance of techniques to be employed to meet the particular circumstances of the school.

Stage 3. Preparing for the inspection (team adviser)

Team advisers must discuss with the lead adviser their role and responsibilities before the inspection. A Pre-Inspection Brief (PIB) (see Appendix 1) will have been written that will outline the most relevant information about the school. The team adviser must read the PIB before the inspection. The PIB will also be sent to the school. Team advisers must be familiar with the Jersey standards.

Phase 2: The Inspection Process

Stage 5. Lead adviser's role at the start of the inspection

The lead adviser should do everything within their power to ensure that positive and effective working relationships are established with the school. They are also entitled to expect this from the school. An initial meeting between the inspection team and the headteacher should be arranged to discuss how the school views itself with regards to the specific standards. In addition, depending on the school's size, the inspection team should meet with the senior leadership team and the rest of the staff to explain the inspection process and to allay any possible concerns.

Stage 6. The team briefing

Having confirmed the allocation of responsibilities, the lead adviser and team adviser(s) will undertake various tasks in order to gather sufficient evidence under each standard. The types of activities that the inspection team will carry out are as follows:

- Learning walk
- Talking to children
- Talking to staff
- Meeting middle and senior leaders
- Meeting members of the governing body, board or proprietor
- Scrutinising documents

All evidence from these activities will be recorded on EFs.

Stage 7. Evidence gathering – general

The range and quality of the evidence that the school needs to provide is clearly outlined under each standard. The lead adviser must plan the inspection to achieve maximum efficiency and to ensure that each inspection activity secures evidence against as many standards and aspects as possible. Evidence will be gathered in the following way:

Lesson visits (no formal observations will be undertaken by the advisers)

Under the arrangements set out in this document, there will be no requirement to observe lessons. Nevertheless, the inspection will include a thorough learning walk that will mean that the adviser(s) will seek to visit all classrooms. It is strongly advised that the learning walk should be accompanied by either the headteacher or a member of the senior leadership team. The inspection team will note what they have seen on an evidence form.

Learning Walk

The inspection team will undertake a learning walk during the first morning of day 1 of the inspection.

Discussions with pupils

The senior advisers will need to talk formally with pupils to check their views on the quality of care and guidance. This is a key strategy to check the school's strategies for safeguarding pupils. The inspection team will not interview individual pupils alone.

Meetings and discussions with the headteacher and senior staff

Brief notes will be kept when the inspection team with the various members of staff connected to the school. Every effort will be made to keep meetings short and to the point. Meetings with staff will have a clear purpose. Invariably, some of these meetings will entail interviewing several members of staff together.

Meetings with owner/board of governors

Whenever possible, a meeting needs to be arranged with the owner of the school and/or the board of governors or representatives of the board. The owner or chair of the board of governors should be invited to attend the final feedback.

Meetings with parents

The inspection will include the need to meet with a group of parents. Normally, the size will be about six to eight parents. The advisers may also want to talk to a random sample of parents at the beginning of the school day.

Analysis of pupils' work

During the learning walk, the advisers will look at pupil's work.

Analysis of school documents

Any requests for documentation will be made with a clear focus on why they have been requested. Documents that may be requested could include:

- Curriculum plans and overviews
- School Development Plan
- Evidence of school monitoring
- Timetables
- Current school policies
- Evidence that the school complies with Jersey safeguarding requirements
- Risk assessments.

In this inspection handbook, a great deal of emphasis is placed on the school taking appropriate action to maintain the safety of learners. The inspection team will check that the school has

secure evidence that its staff have their identity, qualifications and criminal records checked in line with local regulations.

Stage 8. Main meetings and reaching their final conclusions

The meeting at the end of day 1

This meeting will be used as an opportunity to review the evidence gathered so far and reach any provisional judgements if possible. The main function of this meeting is to decide what the inspection team will be doing on day 2 to gather further evidence and why. The outcomes of the meeting will be recorded on an evidence form.

The final team meeting

In this meeting the inspection team will reach their final judgements about whether the school meets all the standards set out in this document. The team will decide on the key areas for improvement that are going to help the school move forward.

Stage 9. The feedback to the headteacher

The final feedback will take place by the afternoon of day 2 of the inspection. The feedback will be short and will share with the headteacher if the school meets the require standards under each heading. Final inspection judgements will not be changed by the lead adviser. If a judgement does not meet the Jersey standard, then the written report will explain why and provide the school with a clear reason about what it must do to reach the expected standard. In most cases, this will be possible within a term. In such an instance, a follow-up visit will be undertaken by the lead adviser, who will produce a monitoring report reflecting the progress made.

Stage 10. The report (see Appendix 2)

A short report will be published for the school and CYPES, which will include the following:

- School context
- Inspection process
- Whether the school meets the standards set out in this handbook
- A brief summary and overall commentary.

A draft of the report will be sent to the school for a factual accuracy check. The entire process should be completed within 14 working days. Once this has been completed, copies of the report will be sent to the school and CYPES. The Department will publish the report on its schools' website and it would be viewed as good practice if the school published the report on its own website.

Stage 11. Complaints procedure

The lead adviser will respond constructively to any concerns or complaints that arise during the inspection (*pg9 and 10: Code of Conduct and Complaints Procedure*). They will be expected to consider all the available evidence and try to resolve the matter by reaching a fair assessment of the issue. If the school is not satisfied with the way that the lead reviewer has dealt with the complaint, and wishes to pursue the matter further, then they should contact the Group Director for Education, Mr Seán O'Regan.

Codes of Conduct

Code of conduct for inspectors

Inspectors must:

- Carry out their work with professionalism, courtesy and integrity
- Abide by the requirements outlined in the Jersey Standards for Independent Schools handbook (this document)
- Evaluate objectively, making precise use of the minimum standards outlined in this handbook
- Act in the best interests of the school's pupils
- Communicate clearly and objectively
- Report fairly and without bias
- Respect the confidentiality of information received, and evaluations made before, during and after the review; not share or reveal confidential matters beyond persons involved in the inspection
- Adhere to the requirements for the disposal of confidential documents and electronic files
- Pay close regard to Jersey's published requirements for safeguarding the welfare of children.

Code of conduct for schools

Schools and their staff are expected to abide by the following code of conduct:

- Do all they can to comply with requests for information, including the items shown in this handbook, and to do so as efficiently as possible
- Provide evidence that will enable inspectors to report honestly, fairly and reliably about their provision
- Be courteous and professional
- Maintain a purposeful dialogue with inspectors
- Support inspectors to evaluate the provision objectively against the minimum standards outlined in this handbook

- Recognise that inspectors need to observe practice and talk to staff, pupils, and others without leaders being present
- Work with inspectors to minimise disruption and stress throughout the inspection
- Draw any concerns about the inspection to the attention of the lead inspector in a timely and suitable manner through the school's headteacher or nominated senior leader
- Have arrangements to ensure the health and safety of inspectors while on their premises.

Complaints procedure

- Inevitably, an inspection can involve anxieties for members of staff in a school. If the above codes of conduct are observed, any potential anxieties should be minimised.
- If a school does have concerns, these should be mentioned as early as possible to the lead inspector, who must seek to address them in an appropriate and professional manner at the earliest opportunity. Further details of the approach to be taken in the event of a concern or complaint are shown in Appendix 2

School Standards

Part 1: The Quality of Education Provided

This Part details the standards expected of the quality of education provided at the school.

Requirements of the Jersey Curriculum

1.1 The standard in this sub-section is met if:

- (a) the proprietor ensures that a written policy on the school's curriculum, supported by appropriate plans and schemes of work, which provides for the matters (specified below) is drawn up and implemented effectively; and
- (b) the written policy, plans and schemes of work–
 - (i) take into account the ages, aptitudes and needs of all pupils, including those pupils with special educational needs; and
 - (ii) do not undermine the fundamental Jersey values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

For the purposes of 1.1(a), the matters are:

- (c) full-time supervised education which gives pupils experience in linguistic, mathematical, scientific, technological, human and social, physical and aesthetic and creative education;
- (d) that pupils acquire speaking, listening, literacy and numeracy skills;
- (e) where the principal language of instruction is a language other than English, lessons in written and spoken English;
- (f) that personal, social, health and economic education–
 - (i) reflects the school's aim and ethos; and
 - (ii) encourages respect for other people, paying particular regard to the protected characteristics of: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation;
- (g) that pupils receiving secondary education have access to accurate, up-to-date careers guidance that–
 - (i) is presented in an impartial manner;
 - (ii) enables them to make informed choices about a broad range of career options; and
 - (iii) helps to encourage them to fulfil their potential;
- (h) where the school has pupils under the age of 5, a programme of activities which is appropriate to their educational needs in relation to personal, social, emotional and

physical development and communication and language skills;

- (i) where the school has pupils over the age of 16, a programme of activities is provided which is appropriate to their needs;
- (j) that all pupils have the opportunity to learn and make progress; and
- (k) that pupils are prepared effectively for the opportunities, responsibilities and experiences of life in Jersey society.

Quality of Teaching

1.2 The standard in this sub-section is met if the proprietor ensures that the teaching at the school:

- (a) enables pupils to acquire new knowledge and make good progress according to their ability so that they increase their understanding and develop their skills in the subjects taught;
- (b) fosters in pupils self-motivation, the application of intellectual, physical and creative effort, interest in their work and the ability to think and learn for themselves;
- (c) involves well planned lessons and effective teaching methods, activities and management of class time;
- (d) shows a good understanding of the aptitudes, needs and prior attainments of the pupils, and ensures that these are taken into account in the planning of lessons;
- (e) demonstrates good knowledge and understanding of the subject matter being taught;
- (f) utilises effectively classroom resources of a good quality, quantity and range;
- (g) demonstrates that a framework is in place to assess pupils' work regularly and thoroughly and use information from that assessment to plan teaching so that pupils can progress;
- (h) utilises effective strategies for managing behaviour and encouraging pupils to act responsibly;
- (i) does not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs;
- (j) does not discriminate against pupils because of their protected characteristics; and
- (k) allows for pupil performance to be evaluated within the school's assessment framework, by reference to the school's own aims as provided to parents or Jersey norms, or to both.

Part 2: Pupil Behaviour and Personal Development

This Part details the standards expected with regards to the spiritual, moral, social and cultural development of pupils at the school.

2.1 The standard in this Part is met if the proprietor:

- (a) actively promotes the fundamental Jersey values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs; and
- (b) ensures that principles are actively promoted which—
 - (i) enable pupils to develop their self-knowledge, self-esteem and self-confidence;
 - (ii) enable pupils to distinguish right from wrong and to respect the civil and criminal law of Jersey;
 - (iii) encourage pupils to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the locality in which the school is situated and to society more widely;
 - (iv) enable pupils to acquire a broad general knowledge of and respect for public institutions and services in Jersey and for the responsibilities of citizenship in the host country;
 - (v) further tolerance and harmony between different cultural traditions by enabling pupils to acquire an appreciation of and respect for their own and other cultures;
 - (vi) encourage respect for other people;
 - (vii) encourage respect for democracy and support for participation in the democratic processes, including respect for the basis on which the law is made and applied in Jersey;
- (c) precludes the promotion of partisan political views in the teaching of any subject in the school; and
- (d) takes such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views. This includes:
 - (i) while they are in attendance at the school;
 - (ii) while they are taking part in extra-curricular activities which are provided or organised by or on behalf of the school; or
 - (iii) in the promotion at the school, including through the distribution of promotional material, of extra-curricular activities taking place at the school or elsewhere.

Part 3: Pupil Safeguarding and Welfare

This Part details the standards expected with regards to the safeguarding and welfare of pupils at the school. The school must align policies with the 'Safeguarding – Roles and Responsibilities for Schools' document.

3.1 The standard in this Part is met if the proprietor ensures that:

- (a) effective arrangements are made to safeguard and promote the welfare of pupils at the school taking into account the local context;
- (b) effective arrangements are made to safeguard and promote the welfare of boarders while they are accommodated at the school;
- (c) such arrangements have regard to the Minimum Standards for Boarding specified in Appendix 3 where applicable;
- (d) good behaviour amongst pupils is promoted by ensuring that—
 - (i) a written behaviour policy is drawn up that, amongst other matters, sets out the sanctions to be adopted in the event of pupil misbehaviour;
 - (ii) the policy is implemented effectively; and
 - (iii) a record is kept of the sanctions imposed upon pupils for serious misbehaviour;
- (e) bullying at the school is prevented in so far as reasonably practicable, by the drawing up and implementation of an effective anti-bullying strategy;
- (f) relevant health and safety laws in the host country are complied with and that a written health and safety policy is drawn up and effectively implemented;
- (g) the school complies with fire standards;
- (h) first aid is administered in a timely and competent manner by the drawing up and effective implementation of a written first aid policy;
- (i) pupils are properly supervised through the appropriate deployment of school staff;
- (j) an admission and attendance register is maintained which conforms to local regulatory requirements;
- (k) the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy; and
- (l) appropriate action is taken to reduce risks that are identified.

Part 4: Suitability of Staff and Proprietors

This Part details the checks that schools will have to make to ensure that staff, supply staff, and proprietors or members of proprietor bodies are suitable for the posts they occupy.

School Staff

4.1 The standard in this sub-section is met if the proprietor ensures that:

- (a) no such person is barred from regulated activity relating to children in accordance with The Police Act 1997 (Criminal Records) (Jersey) Order 2010;
- (b) no such person carries out work, or intends to carry out work, at the school in contravention of a prohibition order, or an interim prohibition order;
- (c) appropriate checks are carried out to confirm, in respect of each such person,—
 - (i) the person's identity;
 - (ii) the person's medical fitness;
 - (iii) the person's right to work in the host country; and
 - (iv) where appropriate, the person's qualifications¹;
- (d) where relevant to any such person, checks are made, to the extent possible, on the person's suitability to work with children. This could include (for example) checks in the host country and any overseas countries where the person has lived (such as certificates of good conduct from the relevant embassies or police forces or a suitable criminal records check) and these are taken into account before confirming the appointment;
- (e) in the case of staff who care for, train, supervise or are in charge of boarders, in addition to the matters specified in paragraphs 4.1 (a) to (d), the proprietor checks that Standard 3.14 of the Minimum Standards for Boarding (Staff recruitment and checks on other adults), is complied with; and
- (f) in the light of the information from the checks referred to in paragraphs (c) to (e), the person is suitable for the position to which the person is appointed.

School Supply Staff

4.2 The standard in this sub-section is met if:

- (a) all reasonable steps have been taken, within the context of local requirements, to ensure that no person offered for supply by an employment business to the school begins to work at the school unless the proprietor has received written notification from the employment business in relation to that person that the checks have been made in respect of the person's identity, right to work in the host country, qualifications, and suitability to work with children (as required for staff employed by the school) to the extent relevant to that person;

¹ The checks referred to in sub-paragraphs 4.1 (c) must be completed before a person's appointment.

- (b) a person offered for supply by an employment business only begins work at the school if the proprietor considers that the person is suitable for the work for which the person is supplied; and
- (c) before a person offered for supply by an employment business begins work at the school the person's identity is checked by the proprietor of the school (irrespective of any such check carried out by the employment business before the person was offered for supply).

The Proprietor (or chair/member of the proprietorial body of the school)

4.3 The standard in this sub-section is met if:

- (a) the individual is not barred from regulated activity relating to children in accordance with The Police Act 1997 (Criminal Records) (Jersey) Order 2010;
- (b) the individual does not carry out work, or intend to carry out work, at the school in contravention of a prohibition order, or an interim prohibition order;
- (g) each individual proprietor of the school, or where appropriate the chairperson of the proprietorial body, can demonstrate that he/she has met all local requirements, and in addition has been subject to checks confirming his/her identity, right to work in the host country, suitability to work with children (including any criminal records check where appropriate);
- (h) where appropriate, certificates of good conduct are obtained, wherever practicable, from the relevant embassies or police forces of all countries in which the proprietor has resided;
- (i) the chairperson has checked and can demonstrate that the other members of the proprietorial body (where these exist) meet all local requirements, their identity, right to work in the host country and suitability to work with children. Where appropriate, certificates of good conduct or where applicable a criminal record check should be obtained whenever practicable, from the relevant embassies or police forces of all countries in which they have resided; and
- (j) the proprietor keeps and makes available to inspectors a comprehensive register of all staff (including the proprietor, or chairperson or member of a proprietorial body) and volunteers who currently work in the school, or who have worked in the school since the last inspection, showing the dates when they commenced and ceased working in the school and the suitability and other checks which have been made, and the information obtained.

Part 5: Suitability of School Premises

This Part defines the standards expected with regards to the premises, accommodation and facilities at the school.

5.1 The standard in this Part is met if the proprietor ensures that:

- (a) suitable² toilet and washing facilities are provided for the sole use of pupils³;
- (b) separate toilet facilities for boys and girls aged 8 years or over are provided except where the toilet facility is provided in a room that can be secured from the inside and that is intended for use by one pupil at a time⁴;
- (c) suitable changing accommodation and showers are provided for pupils aged 11 years or over at the start of the school year who receive physical education⁵;
- (d) suitable accommodation is provided in order to cater for the medical and therapy needs of pupils, including—
 - (i) accommodation for the medical examination and treatment of pupils;
 - (ii) accommodation for the short term care of sick and injured pupils, which includes a washing facility and is near to a toilet facility; and
 - (iii) where a school caters for pupils with complex needs, additional medical accommodation which caters for those needs;
- (e) the accommodation and facilities are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured;
- (f) the acoustic conditions and sound insulation of each room or other space are suitable, having regard to the nature of the activities which normally take place therein;
- (g) the lighting in each room or other internal space is suitable, having regard to the nature of the activities which normally take place therein;
- (h) external lighting is provided in order to ensure that people can safely enter and leave the school premises;
- (i) suitable drinking water facilities are provided that are readily available at all times when the premises are in use and in a separate area from the toilet facilities;
- (j) toilets and urinals have an adequate supply of cold water and washing facilities have an adequate supply of hot and cold water;
- (k) cold water supplies that are suitable for drinking are clearly marked as such;
- (l) the temperature of hot water at the point of use does not pose a scalding risk to users;

² The word “Suitable” is used throughout this Part. It means that it must be appropriate for the pupils in respect of whom it is provided, having regard to their ages, numbers and sex and any special requirements they may have.

³ Where separate facilities are provided under sub-paragraph 5.1 (a) for pupils who are disabled, they may also be used by other pupils, staff, supply staff, volunteers and visitors, whether or not they are disabled.

⁴ The accommodation provided under sub-paragraphs 5.1 (a) and (b) may be used for other purposes (apart from teaching) provided it is always readily available to be used for the purposes set out in sub-paragraphs (1)(a) and (b).

⁵ For the purposes of sub-paragraph 5.1 (c), a pupil has “complex needs” if the pupil has profound and multiple learning difficulties in addition to other significant difficulties, such as a physical disability or sensory impairment, which require provision which is additional to or different from that generally required by children of the same age in schools other than special schools or by children with special requirements.

- (m) suitable outdoor space is provided in order to enable—
 - (i) physical education to be provided to pupils in accordance with the school curriculum; and
 - (ii) pupils to play outside; and
- (n) where the school provides accommodation, regard is had to Standard 3.5 of the Minimum Standards for Boarding (Boarding accommodation).

Part 6: Provision of Information

This Part details what information schools must provide to parents of pupils, and parents of prospective pupils, and to certain other people or agencies.

6.1 The standard in this Part is met if the proprietor ensures that:

- (a) the information specified below is made available to parents of pupils and parents of prospective pupils and, on request, to the school's inspectorate;
- (b) particulars of the arrangements for meeting the standards contained in this Part are published on the school's website or, where no such website exists, are provided to parents on request;
- (c) following an inspection, a copy of the report of the latest inspection report (if it has been sent to the proprietor) is published and maintained on the school's website, and made available to the parents of each registered pupil;
- (d) an annual written report of each registered pupil's progress and attainment in the main subject areas taught is provided to the parents of that registered pupil except that no report need be provided where the parent has agreed otherwise; and
- (e) any information reasonably requested in connection with an independent inspection carried out at the school which is required for the purposes of the inspection is provided to the body conducting the inspection and that body is given access to the school's admission and attendance registers.

The information specified in this Part includes:

- (f) the school's address and telephone number and the name of the headteacher;
- (g) either—
 - (i) where the proprietor is an individual, the proprietor's full name, address for correspondence during both term-time and holidays, and a telephone number or numbers on which the proprietor may be contacted, or
 - (ii) where the proprietor is a body of persons, the address and telephone number of its registered or principal office;
- (h) where there is a governing body, the name and address for correspondence of its chairperson;
- (i) a statement of the school's ethos (including any religious ethos) and aims;
- (j) particulars of the policy and arrangements for admissions, misbehaviour and exclusions;
- (k) particulars of educational and welfare provision for pupils with special educational needs and pupils for whom English is an additional language;
- (l) particulars of arrangements for meeting the standards contained in 6.1 (a) to (e);
- (m) particulars of the school's academic performance during the preceding school year, including the results of any public examinations; and
- (n) details of the complaints procedure referred to in Part 7, and the number of complaints registered under the formal procedure during the preceding school year.

Part 7: Parental Complaints

This Part sets out the requirements about the way in which complaints are handled and that a complaints procedure is drawn up and effectively implemented which has regard to local regulatory requirements and circumstances.

7.1 The standard in this Part is met if the proprietor ensures that a response to a complaint from parents of pupils:

- (a) is made in writing;
- (b) is made available to parents of pupils;
- (c) sets out clear time scales for the management of a complaint;
- (d) allows for a complaint to be made and considered initially on an informal basis;
- (e) where the parent is not satisfied with the response to the complaint made in accordance with (d), establishes a formal procedure for the complaint to be made in writing;
- (f) where the parent is not satisfied with the response to the complaint made in accordance with (e), makes provision for a hearing before a panel appointed by or on behalf of the proprietor, and consisting of at least three people who were not directly involved in the matters detailed in the complaint;
- (g) ensures that, where there is a panel hearing of a complaint, one panel member is independent of the management and running of the school;
- (h) allows for a parent to attend and be accompanied at a panel hearing if they wish;
- (i) provides for the panel to make findings and recommendations and stipulates that a copy of those findings and recommendations is—
 - (i) provided to the complainant and, where relevant, the person complained about; and
 - (ii) available for inspection on the school premises by the proprietor and the headteacher;
- (j) provides for a written record to be kept of all complaints that are made in accordance with (e) and—
 - (i) whether they are resolved following a formal procedure, or proceed to a panel hearing; and
 - (ii) action taken by the school as a result of those complaints (regardless of whether they are upheld); and
- (k) provides that correspondence, statements and records relating to individual complaints are to be kept confidential except where local legal requirements permit access.

Part 8: The Quality of Leadership and Management

This Part details the standards expected from personnel in the school with leadership and management responsibilities.

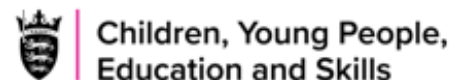
8.1 The standard in this Part is met if the proprietor ensures that persons with leadership and management responsibilities at the school:

- (a) demonstrate good skills and knowledge appropriate to their role;
- (b) fulfil their responsibilities effectively; and
- (c) actively promote the wellbeing⁶ of pupils.

⁶ For the purposes of 8.1 (c), “wellbeing” includes: physical and mental health and emotional wellbeing; protection from harm and neglect; education, training and recreation; the contribution made by them to society; social and economic wellbeing.

Appendices

Appendix 1: Sample Pre-Inspection Brief (PIB)



XXXXXX School

Head teacher: _____

Jersey Independent Schools Inspection

Dates: _____

Inspection Team

Lead Adviser:

Team Adviser(s):

Pre-Inspection Brief

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Basic Information

Dear colleague,

I very much look forward to working with you during the Jersey Inspection of XXXXX School.

Here are some details for the inspection, based on information received so far. Please see also the front page of this document.

Age range of pupils:

Gender of pupils:

Number of pupils on the school roll:

Number of classes:

Early Years:

School Address:

School telephone number:

School website:

Date of any previous inspections(s) :

Key findings of previous inspection:

Lead Adviser:

Lead adviser's email address:

The timetable and the inspection trails (both shown below) will be subject to change as evaluations begin to be made.

The school has provided some very helpful information, including a staff list, details of the timings of the school day and other relevant information.

Organisational information is included below. You may find it useful to print or extract certain sheets for reference during the inspection, including the timetables, the staff list and the plan of the school. I will provide additional printed copies. The team timetables are likely to be updated following my first-day visit to the school. I will seek to print copies of the amendments.

This Pre-Inspection Commentary will be provided to the head teacher, but teachers will not be informed of any additional details.

Please contact me if you have any questions about the inspection or the assignments you have been given so far. My contact details are shown above.

Organisation and Practical Arrangements

The following instructions will help the inspection to run smoothly.

PARKING: _____

SCHOOL TIMES: Timetables (below). Official school times are as follows:

School Timetable	
Time	Activity

ENTRY AND SIGNING IN: Please sign in an out in line with the school's requirements.
PLEASE WEAR YOUR IDENTITY BADGE AT ALL TIMES.

HEALTH AND SAFETY: Please follow the school's policies and procedures. If these are provided to you in written form, please take time to read them and to follow them.

MEETING ROOM: A meeting room has been arranged for the team.

POWER SOCKETS: There are power sockets in the meeting room and an extension lead will be available.

OTHER MEETING ROOMS: It will be necessary to identify spaces for discussions, feedback and other activities. This will be done in school. If necessary, please negotiate with staff for spaces for quick or informal discussions. Ensure privacy is maintained where necessary.

REFRESHMENTS: The school will provide refreshments but you need to bring lunch.

HANDBOOK: Please ensure you have your Independent School Standards in Jersey Handbook. You **MUST** refer to it in meetings at which we are making evaluations.

EVIDENCE FORMS: Please take time to complete evidence forms before the end of each day. They must be legible and highly evaluative. They will be collected at the end of each day. The entire evidence base must be handed in at the end of Day 2.

ISSUES, PROBLEMS AND UPSETS: Inspection may cause sensitivities for some staff. We must do our best to minimise them by behaving sympathetically and professionally. However, difficult questions or less-positive feedback can occasionally cause tension or upset, no matter how sensitively things are done. Please adhere to the following guidelines:

- Abide by the code of conduct. See p.9 of the Jersey Standards for Independent Schools Handbook, 2019.
- In the event of a problem or upset, consult quickly with the lead adviser. It is her/his job to determine the best way to resolve things.

We do not grade teaching seen in lessons and nor will we undertake formal lesson observations; however, we will undertake a learning walk that will include the visiting of lessons for approximately 10 minutes.

Initial Information and Initial Evaluations of the School

The context of the school (brief comments will be made under each section)

Staffing:

Curriculum Information:

Standards

1. The Quality of Education Provided:
2. Pupil Behaviour and Personal Development:
3. Pupil Safeguarding and Welfare:
4. Suitability of Staff and Proprietors:
5. Suitability of School Premises:
6. Provision of Information:
7. Parental Complaints:
8. The Quality of Leadership and Management:

Inspection Trails

The inspection trails indicated by the pre-inspection evidence are as follows:

- 1.
- 2.
- 3.
- 4.
- 5.

Breakdown of Roles and Responsibilities

Name	Role	Areas	Summary EF
	Lead Adviser		
	Team Adviser		
	Team Adviser		
	Team Adviser		

The Inspection and its Methodology

A few reminders:

Scrutiny of pupils' books

During the learning walk of teaching, please take every possible opportunity to look at pupils' books and to evaluate understanding-, knowledge- and skill-development OVER TIME.

- Progress made over time
- The degree to which pupils who struggle are supported to access the curriculum
- The degree to which those who grasp work readily are provided with work involving extra depth and challenge
- The precision, accuracy and presentation of work
- The amount of personal work completed (production)
- The effect of teachers' marking. Do pupils respond to marking, for instance by making corrections or improving work? We do not promote any particular approach to the quantity or type of marking used. It is only its effect upon learning with which we concern ourselves.

Discussions with staff and pupils

If you are asked to interview (hold discussions with) pupils or staff, please ask questions based on Handbook criteria AND follow up relevant *inspection trails* as set out in this document.

During discussions, it is sensible to record what is said as *semi-verbatim* notes. Once the discussion is over you MUST evaluate what has been said. You are likely to need to use continuation sheets for discussions.

Completing evidence forms

Complete all relevant boxes. Seek advice if you are not sure about this.

Do not write on the back of evidence forms. Instead, use new forms as continuation sheets. Complete form numbers sequentially. For continuation sheets, use letters or decimals, for eg. 1a, 1b, 1c or , 1.0, 1.1, 1.2, 1.3

There is no need to complete 'box information' on continuation sheets (but it MUST be completed for the first sheet). Put the 'time spent' on the final sheet of a continuation sequence.

APPENDIX A: Draft Timetable

Date:

Note: the following is a draft, which will need to be discussed with the school to ensure practicality. The school is asked to make organisational arrangements as necessary. In the case of the random selection of pupils, this can be done at the start of the school day in collaboration with the advisers.

Time	Event	Senior Adviser	

APPENDIX B: Topics for Team Meetings

Note: Not all areas will be discussed at each meeting. Once sufficient information has been obtained to make a final evaluation, an item will be *closed* (i.e. the evaluation has been made and no more evidence is required). The main areas for discussion will be based on the eight 'Standards'. These are as follows:

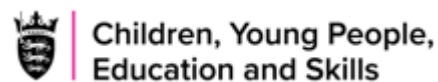
1. The Quality of Education Provided:
2. Pupil Behaviour and Personal Development:
3. Pupil Safeguarding and Welfare:
4. Suitability of Staff and Proprietors:
5. Suitability of School Premises:
6. Provision of Information:
7. Parental Complaints:
8. The Quality of Leadership and Management:

APPENDIX C: Staff Structure

XXXXXXXXXXXXXXXXXXXX

Appendix 2: Sample Inspection Report

Jersey Standards for Independent Schools Inspection of xxx School



Address
Street
Jersey

Children, Young People, Education and Skills
Highlands Campus
PO Box 142
St Saviour
Jersey JE4 8QJ

Headteacher:

Inspection date:

Summary

Recommendations for Improvement

To develop further, the school should:

Standard 1: The Quality of Education Provided

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 2: Pupil Behaviour and Personal Development

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 3: Pupil Safeguarding and Welfare

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 4: Suitability of Staff and Proprietors

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 5: Suitability of School Premises

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 6: Provision of Information

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 7: Parental Complaints

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Standard 8: The Quality of Leadership and Management

XXXXXXXXXXXXXXXXXXXXX meets the standard
Comment

Information about the School

Age range of pupils:

Gender of pupils:

Number of pupils on the school roll:

Headteacher:

School telephone number:

School website:

Date of any previous Jersey inspection:

Information about the Inspection

The Inspection Team

The Jersey Standards for Independent Schools

The Jersey Standards for Independent Schools (2019) outlines the standards expected of independent schools in Jersey. This includes both established independent schools, and those new independent schools applying for accreditation from the Minister. These standards correspond with the standards expected of independent schools in England. This report comments on the school's ethos, curriculum and care for pupils. The intention of this report is to confirm whether or not the school meets the standards expected of independent schools in Jersey. Following this inspection, the report will be made available to parents.

Appendix 3: Evidence for Inspection

Inspectors will assess whether the minimum standards have been met with regards to key areas, including: Governance, Staffing and Ownership, the Physical Environment, Provision of Information, and the Curriculum.

Governance

Inspectors will assess governance of the school with regards to Articles 33 (a), (b), 35 (1) (a), (b), and 40 (3) (f) of the Education (Jersey) Law 1999.

Inspectors will look at different aspects of school governance to ensure the school is meeting minimum standards expected of an independent school. These will include: child protection, safeguarding, attendance, behaviour, records management, SEN arrangements, and health and safety. The following documents must be made available for inspectors:

- Child Protection Policy
- Safeguarding Policy
- Attendance Policy
- Online Safety Policy
- Health and Safety Policy (including evidence of H&S review process) 3.1 (f)
- Behaviour Policy 3.1 (d) (i)
- Pupil record for sanctions imposed for serious misbehaviour 3.1 (d) (iii)
- Anti-Bullying Strategy 3.1 (e)
- First Aid Policy 3.1 (h)
- Risk Assessment Policy 3.1 (k)
- Pupil Wellbeing Policy.

These documents must be aligned to CYPES' *Safeguarding – Roles and Responsibilities for Schools* document.

The above school policies and strategies must also align with the following policies (and subsequent updates):

- CYPES Child Protection Policy
- Safeguarding Partnership (Children) Board policies, procedures and audit requirements
- CYPES School Attendance Policy (2014)
- CYPES Online Safety Requirements
- CYPES Health and Safety Risk Management System, policies and procedures
- Data Protection (Jersey) Law 2018.

The school must also have a pupil records management system and be able to show Inspectors evidence that this has been kept up-to-date. For each pupil, this must include:

- Contact details of parents/guardians
- Details of who has parental responsibility
- Correspondence with parents/guardians
- Datasheets
- Correspondence with outside agencies (including CYPES)
- Assessment data
- Behaviour observations
- Reports
- File notes (where applicable)
- SEN: Record of Need
- EP Reports
- Child Protection records and reports, including copies of MASH referrals
- Investigations, including the outcome.

In cases where a student moves school, the original school must provide a complete student record transfer within a maximum of 15 school days of a student starting at the destination school. This must be in accordance with CYPES Children Missing from Education Policy.

Staffing and Ownership

Inspectors will assess staffing and ownership with regards to Article 40 (3) (d), (e), and (6) of the Education (Jersey) Law 1999 and Article 113BA of The Police Act 1997 (Criminal Records) (Jersey) Order 2010.

All staff, proprietors and members of proprietary bodies must have been through the following checks:

- Identity [4.1 \(c\) \(i\)](#)
- Medical fitness [4.1 \(c\) \(ii\)](#)
- Right to work in Jersey [4.1 \(c\) \(iii\)](#)
- Applicable Qualifications (i.e. qualified teacher status) [4.1 \(c\) \(iv\)](#)
- Criminal Record [4.1 \(d\)](#)
- Relevant Training (Child Protection, First Aid etc.).

The Physical Environment

Inspectors will assess the premises, including accommodation, outdoor space and facilities, to see if they meet the minimum standards with regards to Article 40, (3) (a), (b) and (6) of the Education (Jersey) Law 1999.

Checks will include if there are suitable:

- Toilet and washing facilities with hot and cold running water 5.1 (a) (j)
- Changing accommodation and showers 5.1 (c)
- Accommodation for medical examination and treatment of pupils 5.1 (d) (i)
- Accommodation for short term sick and injured pupils 5.1 (c) (ii)
- Additional medical accommodation for pupils with complex needs 5.1 (c) (iii)
- Drinking water facilities 5.1 (i)
- Internal and external lighting 5.1 (g) (h)
- Outdoor space for play and PE 5.1 (m)
- Premises that complies with fire standards. 3.1 (g)

Where the school has boarding facilities, the inspector will be assessing how the school meets the minimum standards detailed in Appendix 4.

When designing and building a new school, CYPES refers to the UK Department for Education's Building Bulletin (both BB98 and BB99) – link below. If applicable, the *Jersey Standard Brief for Single Form Entry Primary School* is referred to as well as reviewing current accommodation and best practice in both Jersey and further afield.

<https://www.gov.uk/government/publications/building-bulletin-98-and-99-school-project-briefing-frameworks>

Provision of Information

It is the responsibility of the school to provide the Minister with sufficient information to enable her/him to fulfil their duties in accordance with Article 42 of the Education (Jersey) Law 1999. Inspectors will also be assessing the school's compliance with requirements in relation to Article 35, (3) and Article 38, (1), (2), (3) of the Education (Jersey) Law 1999.

The information from the school will be disclosed in a format compliant with the requirements of the Data Protection (Jersey) Law 2018. Inspectors will look at evidence of this information being provided by the school to CYPES to assess whether the school has been compliant in providing the necessary information to the Minister. Pupil information must include:

- Pupil Name, DOB, Address, Gender, UPN
- SEN Status

- EAL Status
- First Language
- Date of arrival/departure
- Number of exclusions (if applicable)
- Attendance and Admissions register 3.1 (j)
- Any applicable performance data as agreed with CYPES.

Schools are also required to provide information to the parents of pupils, the parents of prospective pupils, and to certain other people or agencies. Inspectors will assess if the minimum standards are met with regards to the provision of information to various stakeholders. This includes information contained on the school website or provided to parents in another form, including:

- School details (address, phone number, name of headteacher, proprietor, governing body) 6.1 (g)
- School's ethos and aims (including any religious ethos) 6.1 (i)
- Latest Inspection Reports 6.1 (c)
- Annual Progress and Attainment Report 6.1 (d)
- Admission, Misbehaviour and Exclusions Policy 6.1 (j)
- SEN and EAL educational and welfare provision 6.1 (k)
- School's academic performance, including results of any public examinations 6.1 (n)
- Complaints procedure. 6.1 (o)

The Curriculum

Inspectors will review the curriculum and teaching to see if they meet the minimum standards with regards to Article 40 (3),(c) and (6) of the Education (Jersey) Law 1999. This will include evidence of:

- School Curriculum Policy 1.1 (a)
- School Assessment Framework 1.2 (g)
- Plans and schemes of work (where appropriate) 1.1 (a)
- Effective teaching methods, activities and management of class time 1.2 (c)
- Effective use of classroom resources 1.2 (f)
- Effective strategies for managing behaviour 1.2 (h)
- Pupil access to up-to-date Careers Guidance (where applicable) 1.1 (g).

Appendix 4: Inspection Complaints Procedure

- Throughout a school review, the lead reviewer will meet regularly with the headteacher and will check that he or she is satisfied with the conduct of the review. It is expected that any matters raised will, if appropriate and possible, be dealt with during the review period to the satisfaction of the school. This should ensure that the review can proceed in a positive and constructive climate.
- In rare instances, if an issue cannot be dealt with to the satisfaction of the school and the lead reviewer, either party can contact the CYPES Head of the School Improvement Advisory Service.
- Following a review, the school will be given the opportunity to comment upon the factual accuracy of the report. If there are factual errors, these will be addressed by the lead reviewer. However, the report will not be changed except on this basis. This process does not qualify as a complaint and is simply an element of the normal editorial process.
- If a school is dissatisfied with the conduct of its review or has ongoing concerns about the conduct of any member of the review team, which were not dealt with during the review period, the headteacher may contact the Department's Lead Officer for School Review for advice. The headteacher will be asked to put his or her concerns in writing.
- In the above circumstances, the lead reviewer will be asked to respond to the concerns and, unless the matter is straightforward and unproblematic, an investigation will be carried out.
- Following the investigation, the Department will provide a written response to the school providing the outcome of the investigation.
- Depending on the outcome of the investigation, the Department will take one of the following courses of action:
 - Uphold the complaint, wholly or partially. In this case, the Department will take necessary action to correct any error or to prevent any further occurrence of the matter complained about. The decision will be communicated to the school; or
 - Dismiss the complaint and explain this outcome to the school.

Appendix 5: Education (Jersey) Law 1999

Part 6: Behaviour and Discipline

33 Purposes

The purposes of this Part are –

- (a) the promotion of self-discipline and proper regard for authority, the encouragement of good behaviour and respect for others and the property of others and the attainment of acceptable standards of behaviour among pupils; and
- (b) the regulation of the conduct of pupils.

34 Role of Minister

The Minister may issue to any provided school –

- (a) a statement of general principles relating to the purposes of this Part;
- (b) guidance in respect of any particular matter relating to the provisions of this Part.

35 Duty of headteacher

(1) Every headteacher of a provided school shall determine –

- (a) what is to be regarded as an acceptable standard of behaviour in the school; and
- (b) measures including, as required, rules and provisions for enforcement, for the furtherance in the school of the purposes of this Part.

(2) Every headteacher of a provided school shall, in determining any measures –

- (a) ensure that they are consistent with any statement of general principles issued under Article 34(a); and
- (b) have regard to any guidance in respect of a particular matter issued under Article 34(b).

(3) Every headteacher of a provided school shall make any measures generally known within the school and amongst the parents of its pupils.

Part 7: Non-Provided Schools

38 Register of non-provided schools

(1) The Minister shall cause to be maintained a register in which there shall be entered non-provided schools in respect of which an application has been granted under Article 40.

(2) The following particulars shall be recorded in the register in respect of each such school –

- (a) the name and address of the proprietor;
- (b) the name of the headteacher;
- (c) the address of the school;
- (d) the age range of pupils the school is to accept; and
- (e) such other information as the Minister may from time to time require.

(3) The register shall be open to public inspection at all reasonable times.

40 Application for registration

- (2) An application for registration shall contain such information and be accompanied by such documents as the Minister requires and such fee as may be prescribed.
- (3) The Minister shall grant an application for registration if the Minister is satisfied that –
- (a) the school premises are suitable for use as such;
 - (b) the facilities provided at the school, both for general and educational purposes, are adequate and suitable, having regard for the number, ages and gender of pupils it is proposed to accept;
 - (c) efficient and suitable instruction will be provided at the school, having regard for the ages and gender to the ages and gender of the pupils the school is to accept and, where the pupils the school is to accept and, where the pupils are to be of compulsory age, the requirements of the Jersey Curriculum will be fulfilled;
 - (d) the proprietor of the school is a proper person to be the proprietor of a non-provided school;
 - (e) any teacher proposed to be employed in the school is a proper person to be a teacher in any school; and
 - (f) a suitable code as to the matters described in Article 35(1) (a) and (b) will be applied in the school.
- (6) In determining whether or not to grant an application for registration or to impose or vary conditions or registration, the Minister shall have regard to the need to ensure that the standards of premises, facilities, instruction and staff in the school are at least equal to the standards for the time being required in provided school and that the code referred to in paragraph (3)(f) is consistent with any statement issued under Article 34(a) and has been determined with regard to any guidance issued under paragraph (b) of that Article.

42 Reports and returns relating to registered schools

The proprietor of a registered school shall make such reports and returns, and give to the Minister such information relating to the school as the Minister may require for the purposes of the exercise of the Minister's functions under this Law.

64 Duty of Minister with respect to evaluation of schools

- (1) The Minister shall cause every school in Jersey to be evaluated, so often as the Minister considers appropriate, as to the quality of education provided by it and the educational standards achieved in it.
- (2) An evaluation pursuant to paragraph (1) shall be made by a person authorized for the purpose by the Minister, being a person who appears to the Minister to be suitably qualified for the purpose.
- (3) A person authorized by the Minister to carry out an evaluation of a school shall have, at all reasonable times –
- (a) a right of entry to the premises of the school concerned; and
 - (b) a right to inspect, and take copies of, any records kept by the school, and any other documents containing information relating to the school, which the person requires for the purposes of the evaluation.

Appendix 6: Minimum Standards for Boarding

This section contains the arrangements required to safeguard and promote the welfare of children for whom accommodation is provided by boarding schools. The minimum standards expected are detailed below.

Boarding principles

1. The standard in this sub-section is met if the proprietor ensures that:

- (a) A suitable statement of the school's boarding principles and practice is available to parents and staff, is made known to boarders, and is seen to work in practice.

Boarders' induction and support

2. The standard in this sub-section is met if the proprietor ensures that:

- (a) There is an appropriate process of induction and guidance for new boarders.
- (b) Each boarder has a choice of staff to whom they can turn for personal guidance or for help with a personal problem.
- (c) The school identifies at least one person other than a parent, outside the staff, and those responsible for the leadership and governance of the school, who boarders may contact directly about personal problems or concerns at school. Boarders are informed who this person is, and how to contact them and they are easily accessible. Boarders are also provided with one or more appropriate helpline(s) or outside telephone numbers to contact in case of problems or distress.

Boarders' health and wellbeing

3. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school has, and implements effectively, appropriate policies for the care of boarders who are unwell and ensures that the physical and mental health, and emotional wellbeing of boarders is promoted. These include first aid, care of those with chronic conditions and disabilities, dealing with medical emergencies and the use of household remedies.
- (b) Suitable accommodation, including toilet and washing facilities, is provided in order to cater for the needs of boarding pupils who are sick or injured. The accommodation is adequately staffed by appropriately qualified personnel, adequately separated from other boarders and provides separate accommodation for male and female boarders where this is necessary.
- (c) In addition to any provision on site, boarders have access to local medical, dental, optometric and other specialist services or provision as necessary.
- (d) All medication is safely and securely stored and proper records are kept of its administration. Prescribed medicines are given only to the boarders to whom they are prescribed. Boarders allowed to self-medicate are assessed as sufficiently responsible

to do so.

- (e) The confidentiality and rights of boarders as patients are appropriately respected. This includes the right of a boarder deemed to be “Gillick Competent” to give or withhold consent for his/her own treatment.

Contact with parents/carers

4. The standard in this sub-section is met if the proprietor ensures that:

- (a) Boarders can contact their parents/carers and families in private and schools facilitate this where necessary. This does not prevent schools from operating proportionate systems to monitor and control the use of electronic communications in order to detect abuse, bullying or unsafe practice by boarders.

Boarding accommodation

5. The standard in this sub-section is met if the proprietor ensures that:

- (a) Suitable sleeping accommodation is provided for boarders. It is well organised and managed with risk assessments undertaken and findings acted upon to reduce risk for all boarders. Where boarders are aged 8 years or over, sleeping accommodation for boys is separate from sleeping accommodation for girls.
- (b) Suitable living accommodation is provided for boarders for the purposes of organised and private study outside school hours and for social purposes.
- (c) Suitable toilet and washing facilities are provided for boarders, which are reasonably accessible from the sleeping accommodation. Separate toilet facilities are provided for boys and girls unless each toilet facility is provided in a separate room intended for use by one pupil at a time, the door to which is capable of being secured from inside. Toilet and washing facilities provide appropriate privacy for boarders.
- (d) Boarding houses and other accommodation provided for boarders is appropriately lit, heated and ventilated, cleaned and maintained, and reasonable adjustments are made to provide adequate accessible accommodation for any boarders with restricted mobility.
- (e) Accommodation is suitably furnished and of sufficient size for the number, needs and ages of boarders accommodated, with appropriate protection and separation between genders, age groups and accommodation for adults. Bedding is clean and suitable, and is sufficiently warm or cool as appropriate to the climate.
- (f) Boarders can personalise an area of their accommodation with suitable posters and personal items if they wish.
- (g) Boarding accommodation is reserved for the use of those children designated to use it, and is protected from access by unauthorised persons. Any use of school facilities by individuals or groups does not allow members of the public (including members organised groups using school facilities) substantial and unsupervised access to pupils, or to boarding accommodation while occupied by pupils.
- (h) Any use of surveillance equipment (e.g. CCTV cameras) or patrolling of school buildings or grounds for security purposes does not intrude unreasonably on boarders’ privacy.

Safety of boarders

6. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school ensures compliance with relevant health and safety laws by drawing up and implementing effectively a written health and safety policy.
- (b) The school premises, accommodation and facilities provided therein are maintained to a standard such that, so far as is reasonably practicable, the health, safety and welfare of pupils are ensured.
- (c) The school ensures that the welfare of pupils at the school is safeguarded and promoted by the drawing up and effective implementation of a written risk assessment policy and appropriate action is taken to reduce risks that are identified.

Fire precautions and drills

7. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school complies with fire standards.
- (b) In addition, fire drills are regularly (at least once per term) carried out in 'boarding time'.

Provision and preparation of food and drinks

8. The standard in this sub-section is met if the proprietor ensures that:

- (a) All boarders, including those with special dietary, medical or religious needs, are provided with meals which are adequate in nutrition, quantity, quality, choice and variety.
- (b) Suitable accommodation is provided for the hygienic preparation, serving and consumption of boarders' main meals. This may be situated in the main school provided it is adjacent to or reasonably accessible from the boarding accommodation.
- (c) In addition to main meals, boarders have access to drinking water and to food or the means of hygienically preparing food at reasonable times. Schools are sensitive to boarder's individual needs in this respect.
- (d) Pupils with disabilities are provided with appropriate assistance to eat, in a manner which promotes dignity and choice.

Boarders' possessions

9. The standard in this sub-section is met if the proprietor ensures that:

- (a) Adequate laundry provision is made for boarders' clothing and bedding. Boarders' clothing is satisfactorily stored and issued to the right boarder following laundering.
- (b) Boarders are able to obtain necessary personal and stationery items while accommodated at school.
- (c) Reasonable protection is provided for boarders' personal possessions and for any boarders' money or valuables looked after by the school.
- (d) Any search of boarders' personal belongings should be carried out in accordance local regulations, where these exist.

Activities and free time

10. The standard in this sub-section is met if the proprietor ensures that:

- (a) There is an appropriate range and choice of activities for boarders outside teaching time, including sufficient and suitably timed free time each day. Suitable risk assessments are in place for any activities which may put boarders at risk of harm.
- (b) Boarders have access to a range and choice of safe recreational areas, both indoors and outdoors, and there are safe areas at school where boarders can be alone if they wish.
- (c) Schools where there are unusual or especially onerous demands on boarders ensure that these are appropriate to the boarders concerned and do not unacceptably affect boarders' welfare.
- (d) Boarders have access to information about events in the world outside the school, and access to local facilities which are appropriate to their age.

Child protection

11. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school ensures that arrangements are made to safeguard and promote the welfare of pupils at the school in accordance with: Education (Jersey) Law 1999, CYPES Child Protection Policy, Safeguarding Partnership (Children) Board policies, procedures and audit requirements, and the Safeguarding – Roles and Responsibilities for Schools document.

Promoting positive behaviour and relationships

12. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school has and consistently implements a written policy to promote good behaviour amongst pupils. This policy includes:
 - (i) measures to combat bullying, including cyberbullying, and to promote positive behaviour;
 - (ii) school rules;
 - (iii) disciplinary sanctions;
 - (iv) when restraint, including reasonable force, is to be used and how this will be recorded and managed; and
 - (v) arrangements for searching pupils and their possessions.
- (b) The policy complies with relevant legislation and has regard to relevant guidance, and is understood by staff and pupils.

Management and development of boarding

13. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school's governing body and/or proprietor monitors the effectiveness of the leadership, management and delivery of the boarding and welfare provision in the school, and takes appropriate action where necessary.
- (b) There is clear leadership and management of the practice and development of boarding in the school, and effective links are made between academic and residential staff.
- (c) The school's leadership and management demonstrate good skills and knowledge appropriate to their role.
- (d) The school's leadership and management consistently fulfil their responsibilities effectively so that the standards are met.
- (e) The school's leadership and management and governance actively promote the wellbeing of pupils.
- (f) Senior boarding staff have an adequate level of experience and/or training.
- (g) The school follows and maintains relevant policies.
- (h) Relevant records are maintained and monitored by the school and action taken as appropriate.
- (i) Relevant issues are monitored, and action is taken to improve outcomes for children as appropriate.

Staff recruitment and checks on other adults

14. The standard in this sub-section is met if the proprietor ensures that:

- (a) Schools operate safe recruitment and adopt recruitment procedures in accordance with The Police Act 1997 (Criminal Records) (Jersey) Order 2010.
- (b) There is a written agreement between the school and any person over 16 not employed by the school but living in the same premises as children (for example, members of staff households). This specifies the terms of their accommodation, guidance on contact with pupils, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with pupils. They must be required to notify an unrelated designated senior member of staff if they are charged with, or convicted of, any offence.
- (c) All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
- (d) The school regularly monitors the suitability of any arrangements it makes for the appointment of guardians.
- (e) Any guardians appointed by the school are subject to the same safer recruitment procedures as staff, and their care of pupils is monitored.

Staffing and supervision

15. The standard in this sub-section is met if the proprietor ensures that:

- (a) Any staff member or volunteer employed or volunteering in a position working with boarders has a job description reflecting their duties, receives induction training in

boarding when newly appointed, and receives regular reviews of their boarding practice, with opportunities for training and continual professional development in boarding.

- (b) Any role of spouses, partners and/or other adult members of staff households within boarding houses is made clear.
- (c) The staff supervising boarders outside teaching time are sufficient in number, training and experience for the age, number and needs of boarders, and the locations and activities involved.
- (d) Boarders are at all times under the responsibility of an identified member of staff who is suitably qualified and experienced.
- (e) Staff know the whereabouts of boarders (or know how to find their whereabouts) in their charge at all times.
- (f) Staff working within the school know and implement the school's policy in relation to boarders going missing and their role in implementing that policy. Staff actively search for boarders who are missing, including working with police where appropriate.
- (g) There is at least one adult member of staff sleeping in each boarding house at night, responsible for the boarders in the house.
- (h) Boarders have satisfactory means of contacting a member of staff in each house at night.
- (i) Suitable accommodation (consisting of accommodation in which meals may be taken, living accommodation and sleeping accommodation) and suitable toilet and washing facilities are provided for residential staff. This accommodation is appropriately separated from the accommodation and facilities provided for boarding pupils.
- (j) Any boarder access to staff accommodation is properly supervised and does not involve inappropriate favouritism or inappropriate one-to-one contacts between staff and boarders.

Equal opportunities

16. The standard in this sub-section is met if the proprietor ensures that:

- (a) Boarders are not discriminated against, paying particular regard to their cultural background, linguistic background, special educational need, or academic or sporting ability. These factors are taken into account in the care of boarders, so that care is sensitive to different needs.

Securing boarders' views

17. The standard in this sub-section is met if the proprietor ensures that:

- (a) Boarders are actively encouraged to contribute views to the operation of boarding provision, are able to raise concerns and make complaints, and their views are given appropriate weight in decisions about the running of the school. Boarders are not penalised for raising a concern or making a complaint in good faith.

Complaints

18. The standard in this sub-section is met if the proprietor ensures that:

- (a) The school has, and follows, an appropriate policy on recording and responding to

complaints that is compliant with the relevant standards.

- (b) The school's written record of complaints identifies those complaints relating to boarding provision, and action taken by the school as a result of those complaints (regardless of whether they are upheld).

Prefects

19. The standard in this sub-section is met if the proprietor ensures that:

- (a) Any prefect system (or equivalent) gives prefects (or equivalent) appropriate specific duties and responsibilities that are appropriate for them, with adequate staff supervision, training and measures to counter possible abuses of the role.

Lodgings (long-stay)

20. The standard in this sub-section is met if the proprietor ensures that:

- (a) Any lodgings arranged by the school to accommodate pupils provide satisfactory accommodation and supervision, are checked before use, and are monitored by the school during use including checks at least yearly.
- (b) It is clearly stated to parents whether any lodgings accommodating pupils are to be arranged by the school or by parents themselves.
- (c) Any lodgings provided or arranged by the school are of a comparable standard to accommodation provided by the school.
- (d) The school visits all potential lodgings it may arrange, and interviews any adult who will be responsible for the accommodation of the pupils in each lodging, takes up references, and has recorded a satisfactory assessment, before any pupil is placed there.
- (e) The school ensures that all adults providing lodgings for pupils on its behalf have undergone safeguarding training that is updated regularly, and that they understand the school's policy in relation to pupils going missing and their role in implementing that policy.
- (f) The school has a satisfactory written agreement with each adult providing lodgings for pupils on its behalf.
- (g) The school provides satisfactory written guidance to host families accommodating pupils on behalf of the school, covering the school's policy and practice for lodging pupils.
- (h) At least once per school term a member of staff discusses their lodgings separately with each pupil accommodated by or on behalf of the school in lodgings, recording the pupil's assessment in writing and taking action on any concerns or complaints.

